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ABSTRACT

The document is a catalog of behavioral objectives organized by units of instruction in home economics and consumer education, covering the topics consumption of goods and services, individual development in the family, cultural development in the family, and management in the family. Each of the 22 units contains an outline of the content, a goal statement, and general and specific objectives. The units were developed by teachers in summer workshops to provide: (1) a bank of objectives for task analyses and job descriptions; (2) a bank of test items for studies of program effectiveness; and (3) materials for use in a delivery system for objectives and a computer bank of test items, as in the pilot project Behavioral Objectives Organized in a System for Teachers (BOOST). (Author/AJ)

Vocational Education Evaluation Project

Behavioral Objectives for Selected Units In Consumer And Homemaking Education

Richard K. Hill Helen A. Simmons
Editors

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FOREWORD

The primary objective of the Vocational Education Evaluation Project is to develop a management information system for the planning and programming of vocational education. To facilitate the accomplishment of this objective, the work of the project has been divided into a macro-subsystem and a micro-subsystem. The macro-subsystem is primarily concerned with guidelines and systematic procedures at the state level, while the micro-subsystem is emphasizing the assessing, planning, and programming of individual vocational education programs in local schools.

Direct costs for this project were funded on a 90 percent reimbursement basis by the Division of Vocational Education, State Department of Education, Richmond, Virginia. These funds came from Part C of the Vocational Education Amendments of 1968. The remaining 10 percent of direct costs and all indirect costs were funded by the Research Division, Virginia Polytechnic Institute and State University. The Division of Educational Research and Statistics, State Department of Education, provided the data processing for the Vocational Education Reporting System.

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The units contained in this catalog were developed for use in the micro-subsystem. These materials are the products of an effort to develop a means of assessing the effectiveness of local instructional programs.

This publication is one in a series of publications of the Vocational Education Evaluation Project. The intent of this series is to inform educators in Virginia, as well as the nation, of the project's work.

Dewey A. Adams, Director
Division of Vocational and
Technical Education
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INTRODUCTION

WHAT IS IN THE CATALOG

This is a catalog of behavioral objectives organized by units of instruction for home economics education. Each unit contains an outline of the content, a goal statement, and general and specific objectives.

HOW THE UNITS WERE DEVELOPED

These units were developed during summer workshops conducted on the campus of Virginia Polytechnic Institute and State University during the summers of 1971, 1972 and 1973. Home economics teachers from throughout the Commonwealth participated. They received instruction on how to develop these materials and then wrote them in workshops. During the workshops, their work was supervised by Dr. Richard Hill and Mrs. Helen Simmons. At the conclusion of the workshop, the materials were collected and edited by Dr. Hill and Mrs. Simmons.

WHY THE UNITS WERE DEVELOPED

The original intent in writing the units was three-fold: to provide a bank of objectives which could be related to task analyses and job descriptions, to provide a bank of test items which could be used in state-wide studies of program effectiveness, and to develop materials which could be used in BOOST (Behavioral Objectives Organized in a System for Teachers). There is an explanation of BOOST starting on page 6.

HOW TO USE THE CATALOG

How These Objectives Are Written and Organized

A set of behavioral objectives must be comprehensive and specific. It must be comprehensive for planning purposes because the exclusion of any objective might be critical. (For example, if a unit is written on good grooming and all the objectives that relate to understanding why good grooming is important are left off, it might as well not have been started. Surely, someone who understands "how" but not "why" is unlikely to exhibit the behaviors desired when he is no longer restrained by the testing situation.) The objectives must be specific for evaluation purposes because reliable tests cannot be developed if the objectives which determine the questions to be constructed are subject to varying interpretations.

The way objectives typically are written is to attempt to develop one comprehensive set of specific objectives. This approach would yield a satisfactory solution if, in fact, it were possible to do. Since it usually is not, when they are asked to do it, most teachers encounter great frustration. Their usual response is to develop a long list of objectives which require recall of the content to be presented, and little more. Of course, if they were asked if that list of objectives reflected their true intent, they would respond negatively. However, the construction of this first list takes so long that they usually stop there, having little time or desire to continue. This unsatisfactory situation need not continue. This current approach of writing objectives ignores the fact that there really is no need for a set of comprehensive objectives to be specific, nor for a set of specific objectives to be comprehensive. This will be explained in greater detail.

The objectives must be comprehensive for planning purposes. But teachers can plan their instruction at least as well from more general statements as they can from specific ones, and frequently even better. For planning purposes,

it should be permissible to use words such as "understand," "appreciate" and "comprehend." So long as the objectives are written so that teachers can communicate with each other with reasonable clarity, further specificity is not required.

The purpose of writing specific objectives is to have a starting point for the development of test questions. But a test is never comprehensive; therefore, there is no need for the specific objectives to be comprehensive either. They only must be representative.

This alternative approach to writing objectives was used in the development of this catalog. Each unit contains one set of objectives which is comprehensive and clear, but not specific, and then another set of objectives which is specific and representative, but not comprehensive. With this approach, the former set of objectives (called general objectives) is written first. The latter set is written by taking each general objective, and writing five to eight specific objectives for each. The specific objectives should cover as many different aspects of the general objective as possible. Their main purpose is to help define and add clarity to the general objective.

The reason for putting limits on the number of specific objectives to be written for each general objective is to help insure representativeness. It is easy to succumb to the temptation of writing a few specific objectives for some general objective that covers a broad content base, but this practice leads to the development of a test which is unbalanced.

This method recognizes that teachers and evaluators have different reasons for writing objectives. (It is assumed here that the teacher and evaluator are two different people. Of course, it most commonly happens that

the teacher changes hats and becomes his own evaluator, but we will make a distinction between these two for purposes of discussion.) A teacher needs to feel that his list of objectives is complete, because it may well be that the worth of a unit is lost if one major component is missing. An evaluator does not need such a complete list, because the measures he uses are always samples anyway. He needs only a representative sample.

HOW TO DEVELOP YOUR OWN UNIT

The first point to be emphasized is that the units are not written as someone's suggestion as to how you should teach your students. The material is organized into units simply because it will be much easier for you to locate the objectives you want to use. Therefore, do not consider this book to be some official guide which requires you to teach certain objectives when teaching the units listed herein.

The second point to be remembered is that you should use the general objectives to plan your teaching. Use the specific objectives only to help clarify what is meant by the general objective. Keep in mind that only a sample of specific objectives is given for each general objective. The philosophy under which these were written precludes the possibility of generating such a set.

To use this catalog in teaching, you might proceed in the following way:

1. Jot down a title for the unit you want to teach. Think about what your students will be doing as a homemaker with the material you are going to present in class. If you can write a work-oriented goal statement like the ones in this catalog, go ahead and do so.

2. Turn to the table of contents of this catalog. Note any titles of units which might have objectives related to your proposed unit.

3. Read those units, and then write down the general objectives that you can glean from them that are appropriate for your unit. You may be able to find objectives from several units that you can use in the one you are writing.

4. Review the set of general objectives to make sure they are complete. Remember, the general objectives must be comprehensive. Ask yourself if you have ever had a student who could succeed on all of the objectives you have listed, but still was not able to perform the complete task. If you can figure out why she is not able to "put it all together," then you will probably come up with the "missing" needed objectives. For example, suppose you are writing a unit on interior decoration. Perhaps you have had a student who could identify colors and textiles and make satisfactory combinations for her project, yet when she chose slip cover fabric for a dainty boudoir chair, she selected a print with very large flowers. Then you may realize that you need to add one objective that reads something like, "The student will understand the importance of good proportions in decorating." Of course, now you must help to define what you mean in this general objective by writing a sample of specific objectives which cover it as representatively as possible.

5. When you are satisfied that your general objectives are complete, (usually somewhere between 5 and 10 general objectives) develop your content to cover them.

6. Teach the unit.

7. When ready to develop a test, go back to the specific objectives listed under each general objective you decided to use. Develop a test item which will measure each one. For example, in the unit titled "The Homemaker

and Credit," the first specific objective under general objective I is:

I.A.--Specifically the student will be able to define "consumer credit."

One way to test whether or not the student can actually do this would be with the following test question:

1. Which of the following would be a true statement about consumer credit?

    1. A revolving credit account plan limits the number of purchases that can be made within a given time.
    2. "Discounting" means that the bank lowers the interest rate for good credit risks.
    3. One advantage of paying cash is having a better credit rating.
    4. It is wise to make a large down payment when using installment credit.
    5. Installment paying usually extends over a short period of time.

That should be all there is to doing a whole unit. Of course, there is no need for this unit to be taught to a whole class. If you individualize your instruction, it might well be developed for only one student. But whether you do it for one student or for thirty, the time savings should be substantial, while you still have a unit which is yours alone, and written with your students and their needs in mind.

BOOST

BOOST (Behavioral Objectives Organized in a System for Teachers) is a delivery system for objectives, such as those contained in this catalog, and a computer bank of test items associated with the objectives. Rather than having teachers develop their own tests as explained above, the tests are generated for them. In the computer bank, there are several test items written to measure each general objective. A test is developed by selecting items from the pool which are related to any given set of objectives.

A pilot project of BOOST is being conducted with stenographic block teachers of business education in Hampton, Richmond, and Prince William County during the spring of 1974. The extension of BOOST to additional areas in vocational education is dependent upon the availability of funds.

CONSUMPTION OF GOODS AND SERVICES

Unit: FAMILY LIVING AND MONEY
Family Financial Management

Outline of Unit

I. Attaining Goals through Financial Management

II. Financial Management for the Beginning Family

III. Financial Management for the Expanding Family

IV. Financial Protection through Insurance, Savings, Emergency Funds, Education and Wills

V. Relationship Between Financial Matters and Family Stability

Goal Statement

The consumer-homemaker budgets the family income and keeps adequate and accurate records of transactions. On this basis she or he makes wise decisions and carries out plans for using the family income to provide for all the needs of family members.

General and Specific Objectives

I. The student will comprehend financial management terms. Specifically the student will be able to:

A. define financial terms.
B. use appropriate terms.
C. determine the difference between two or more related financial terms.

II. The student will understand the importance of identifying long and short range goals in the management of the family income. Specifically the student will be able to:

A. identify long and short range goals.
B. explain how goals affect income management.
C. determine which goals are more important than others in income management.
D. select goals according to priority in income management.

III. The student will understand the importance of budgeting the family income to meet short and long range goals of family members. Specifically the student will be able to:

A. explain how goals can be met through budgeting income.
B. plan a budget of family income to meet family goals.
C. justify all members of the family participating in making a workable budget.

IV. The student will know how to make a flexible budget for family finances. Specifically the student will be able to:

A. prepare a budget, given categories, proportions to work with and family income.
B. list the steps necessary in setting up a budget for family finances.
C. distinguish between budget items according to their priority.
D. given a budget and family circumstances, the student will be able to evaluate the budget as to its effectiveness in meeting all needs involved.

V. The student will know how to select the necessary goods and services within the family income. Specifically the student will be able to:

A. describe the difference between essential and non-essential goods and services.
B. having prior education in selecting goods and services, describe features to look for in purchasing major appliances.
C. given a situation concerning purchasing goods for the family, select the appropriate finance method for the particular family and particular item.

VI. The student will understand the need for accurate financial records. Specifically the student will be able to:

A. given a situation concerning the keeping of adequate financial records, justify accuracy.
B. compile neat and accurate financial records.

VII. The student will understand the need for accumulating money for emergency and special needs (new baby, etc.). Specifically the student will be able to:

A. give the difference between emergency situations and special needs situations.
B. list the advantages of having a savings account in a bank or savings and loan company.
C. prepare the criteria for setting up an emergency or special needs fund.

VIII. The student will know how to use the services of banks in carrying out the financial obligations of the family. Specifically the student will be able to:

A. describe the services of the bank which apply to family finances.
B. describe the special services needed from a bank to solve a family's financial problems.
C. use a checking account.

IX. The student will be aware of costs involved in the use of such services as loans, installment buying and using credit. Specifically the student will be able to:

A. describe the difference between services which have finance charges and those without.
B. explain the costs that are involved with particular services, such as loans, installment buying, and credit.
C. evaluate the various services available as to their hidden or extra costs involved.
D. given a situation with several alternatives to financing, select the most practical.

X. The student will recognize the need for a financial protection plan for the family. Specifically the student will be able to:

A. describe the various types of protection plans available for the family.
B. justify having a financial protection plan for the family.
C. cite financial problems which could have been avoided by having the proper financial protection.

XI. The student will understand the importance of professional help in planning for insurance which adequately covers the home and family. Specifically the student will be able to:

A. explain the need for professional help in planning protection.
B. select the appropriate type of professional help in planning protection.
C. distinguish between the various types of professional help available in planning insurance.

XII. The student will recognize a family's insurance needs change throughout life. Specifically the student will be able to:

A. given information about the life cycle, describe changes in the cycle which would affect insurance needs.
B. describe factors at any point of the life cycle which might affect insurance needs at that time.
C. predict what factors may affect insurance needs at specific points on the life cycle.

XIII. The student will understand there is a cause-effect relationship between the ability to handle financial matters successfully and stable family relationships. Specifically the student will be able to:

A. analyze the effect of financial problems on the relationships of the family members.
B. revise improperly planned financial matters to eliminate possible family relation problems.
C. explain the effect of financial planning on all members of the family.

Unit: FAMILY LIVING AND MONEY
Family Financial Protection

Outline of Unit

I. Savings Accounts

A. Reasons to save
B. Decisions in choosing a savings institution

II. Insurance

A. Why insurance is important
B. What insurance is
C. Four basic types of life insurance
D. Social insurance
E. Health and accident insurance
F. Car insurance and homeowners' insurance

III. Emergency Financial Planning

A. Purposes
B. Amount
C. Ways to provide emergency financial resources

IV. Growth of Financial Resources Through Investments

Goal Statement

The homemaker will plan for ways to protect the family's financial security and provide for growth of the family's financial resources.

General and Specific Objectives

I. The student will acquire basic information about the various kinds of financial protection available to a family. Specifically the student will be able to:

A. understand savings terminology.
B. compare savings institutions
C. distinguish between stocks and bonds.
D. understand insurance terminology.
E. compare the three basic forms of life insurance.

II. The student will understand the function of family financial protection plans. Specifically the student will be able to:

A. explain the reasons why families should save money.
B. explain the reasons why families should purchase life and auto insurance.

III. The student will choose appropriate procedures for making financial decisions. Specifically the student will be able to:

A. describe the factors to consider in choosing a savings institution.
B. given a specific situation, choose the best basic form of life insurance coverage.
C. explain what must be considered in buying life insurance.

IV. The student will determine what one must know to make financial decisions. Specifically the student will be able to:

A. know kinds of help available.
B. recognize sound advice.

V. The student will develop a financial protection program. Specifically the student will be able to:

A. describe the factors to consider in planning an insurance program.
B. analyze the amount and type of insurance coverage needed.
C. define investing.

VI. The student will evaluate financial protection programs. Specifically the student will be able to:

A. judge the adequacy of insurance coverage.
B. evaluate investment plans.
C. compare the kinds of protection needed for the various stages in the life cycle.
D. analyze ways to invest.

Unit: FAMILY CONSUMER RESPONSIBILITY
Responsible Consumer-Homemakers

Outline of Unit

I. Consumer Aids and Protection

II. Community Services Available to Families

III. Consumer Action Needed to Obtain Consumer Services

IV. Community Needs and Taxation

V. Civic Responsibility for Private and Public Property

Goal Statement

The homemaker will recognize and exercise his or her responsibilities as a consumer and a citizen.

General and Specific Objectives

I. The student will be aware that concerted efforts by consumers can bring about improved services, legislation and information for families. Specifically the student will be able to:

A. list the citizen groups in his community that are working for improved services for consumers.
B. use sources of consumer information available to him to make consumer decisions.
C. write a suitable letter to a legislator concerning a piece of consumer legislation.
D. evaluate a recent piece of consumer legislation.
E. identify and report breaches of consumer laws.

II. The student will acquire a general knowledge of the community services provided for families. Specifically the student will be able to:

A. given a situation, suggest the community agency that will best meet the needs described.
B. suggest ways in which individuals may help meet needs in a community.
C. identify community services needed and possible ways of attaining these services.

III. The student will recognize that informed consumers who make rational and discriminating choices influence goods and services available to the consumer. Specifically the student will be able to:

A. evaluate various advertisements to see whether or not they contain useful consumer information.
B. identify the shopping practices which influence manufacturers and producers to maintain acceptable standards.
C. cite instances of consumer influence on retailing.

D. evaluate various sources of information and assistance for consumers, i.e., private and governmental agencies, mass media, and educational institutions.
E. use consumer information to register complaints to resolve consumer problems.
F. define terms used in labels, seals and warranties.

IV. The student will develop a sense of responsibility about community needs and taxation. Specifically the student will be able to:

A. list the sources of tax revenue in his county in order of amount of revenue produced.
B. discuss the relationship between taxation and consumer protection.
C. show by means of a graph the relationship between increased community services and higher taxes.
D. list the activities in which citizens may participate in community government.

V. The student will realize the civic responsibility for care and use of public and private property. Specifically the student will be able to:

A. describe examples of civic responsibility or lack of it on the part of citizens.
B. analyze the results of lack of civic responsibility on the part of citizens.
C. draw up guidelines for citizen use of public facilities.

Unit: FAMILY MONEY MANAGEMENT
Homemakers and the Market Place--Food

Outline of Unit

I. Family Food Expenditures

A. Your own family
B. National averages

II. The Factors that Contribute to the Price of Food

A. Farmer
B. Processor
C. Food broker
D. Transportation costs
E. Retailer

III. Resources Available to Provide Food for the Family

A. Ways resources may be extended and conserved
B. How abilities contribute to income
C. The value of education as a resource

IV. Purchasing

A. Produce
B. Dairy produce
C. Canned goods
D. Meats, fish, poultry
E. Bakery goods
F. Frozen foods

V. Where to Shop

A. Arrangement of store
B. Convenience of location
C. Time of day and week

VI. Developing Shopping List

A. Making decisions--basis for planning ahead based on week's menu
B. Using consumer information
C. Arrangement of list

Goal Statement

The consumer will use available resources to the best advantage in purchasing food to provide appealing, nutritious meals.

General and Specific Objectives

I. The student will appreciate the value of nutritious, appealing meals. Specifically the student will be able to:

A. comprehend that a variety of foods is necessary for good nutrition.
B. explain the factors that contribute to appealing meals.
C. select food that contributes to appealing meals.
D. understand that different family members have different food needs.
E. create a weekly meal plan for a family.

II. The student will recognize the importance of being an intelligent and skillful consumer. Specifically the student will be able to:

A. understand the role of values and goals as a basis for making decisions.
B. differentiate between advertising that is useful to the consumer and that which is ambiguous or emotional in appeal.
C. use consumer information to good advantage.
D. exhibit ability to use planning as a means of deriving satisfaction from wise purchases.

III. The student will understand the factors that affect food prices. Specifically the student will be able to:

A. explain how the source of food affects the cost.
B. give examples of how season affects food prices.
C. report on how handling, packaging and advertising affect food prices.
D. demonstrate how a shopper can best use unit pricing.
E. select the store that would be best from the standpoint of economy.

IV. The student will know and use certain criteria for selecting specific types of food. Specifically the student will be able to:

A. exhibit an awareness of how to use consumer information in making suitable choices.
B. identify useful information on food labels.
C. recognize that food standards and grades are set for consumer protection.
D. select meat by knowing what the various grades mean.
E. use knowledge of how eggs are graded to advantage.
F. use the correct terminology to distinguish forms of milk.
G. discriminate between good and poor produce.
H. choose poultry which is suitable to a specific use.
I. select fresh fish.
J. choose good quality frozen food.
K. select nutritious breads and cereals.
L. make the best selection of food for a particular use, given a hypothetical situation.

V. The student will develop good shopping habits. Specifically the student will be able to:

A. explain the factors that determine how much a family spends on food.
B. compare and evaluate the arrangement of various food stores for shopping convenience.
C. given a hypothetical situation, determine the most economical way for that family to handle shopping for food.
D. make consumer decisions based on an analysis of alternatives.
E. use consumer information when shopping.

Unit: FAMILY MONEY MANAGEMENT
Homemakers and Credit

Outline of Unit

I. Meaning of Consumer Credit

A. Definition
B. Trends of credit
C. Purposes of credit
D. Functions of credit

II. Using Consumer Credit Wisely

A. Need for using credit
B. Establishing a credit rating
C. Shopping for credit
D. Advantages of using consumer credit
E. Disadvantages of using consumer credit

III. Kinds and Sources of Consumer Credit

A. Charge accounts
B. Installment buying
C. Cash loans
D. Credit cards
E. Home mortgage credit
F. Sources of consumer credit

IV. Misuse of Credit

A. Influence on family living
B. Repossession
C. Bankruptcy
D. Various penalties
E. Attachments
F. Garnishment

V. Legal Aspects of Credit

A. Laws affecting consumer credit
B. Agencies for consumer credit
C. Legal contracts

VI. Cost of Credit

A. Factors that affect credit costs
B. How to determine credit cost

Goal Statement

As a consumer of goods and services, the homemaker must be able to make wise decisions in the use of credit for herself and her family.

General and Specific Objectives

I. The student will recognize the influence of consumer credit on family living. Specifically the student will be able to:

A. define consumer credit.
B. analyze the influence of consumer credit on a specific family.
C. identify the different functions of consumer credit.
D. differentiate between purchase credit, cash credit, and service credit.
F. given a hypothetical situation, plan the purchase of an article using credit.

II. The student will understand the importance of using consumer credit wisely. Specifically the student will be able to:

A. identify the basic needs for indiyiduals or families to use consumer credit.
B. explain the requirements for establishing a credit rating.
C. discuss the advantages and disadvantages of using credit for purchases.
D. given different individual situations, justify the alternatives for using credit.
E. distinguish between wise and unwise use of credit privileges.

III. The student will know how to analyze the various types of consumer credit to determine which best meets the needs of a specific family. Specifically the student will be able to:

A. evaluate and apply information on the use of credit.
B. list the kinds of consumer credit that are available.
C. identify the sources of consumer credit.
D. plan the use of credit in terms of present and future needs, wants, expenses, and income.
E. given a specific situation, select the kind of credit that would be best to use.

IV. The student will understand the consequences of failing to fulfill credit obligations. Specifically the student will be able to:

A. identify the consequences of failing to fulfill credit obligations.
B. explain the effect on the family when the use of credit is over-extended.
C. identify and analyze the hazards of misuse of consumer credit.

V. The student will understand that certain laws and agencies affect consumer credit. Specifically the student will be able to:

A. explain the Federal Truth-in-Lending regulations.
B. list and interpret Federal and state laws affecting consumer credit.
C. identify the agencies that affect consumer credit.
D. be familiar with and analyze legal contracts for consumer credit.

E. evaluate different forms of credit agreements to determine which best meets individual needs.
F. choose appropriate procedures when applying for and obtaining consumer credit.
G. be aware of and use community resources for help in consumer credit problems.

VI. The student will know how to evaluate consumer credit transactions based on value as related to cost. Specifically the student will be able to.

A. identify factors that affect credit costs.
B. given a specific situation, know how to determine the actual cost of consumer credit.
C. given a specific situation, compute the dollar cost and the percentage cost of credit.
D. interpret monthly statements on credit accounts.
E. compare the relative costs of obtaining credit from several consumer sources for specific items.

Unit: FAMILY MONEY MANAGEMENT
Homemakers as Consumers--Citizens

Outline of Unit

I. Shopping Practices

A. Planning purchases
B. Comparative shopping
C. Rights and privileges of the consumer
D. Responsibilities of the consumer
E. Examination of merchandise
F. Types of stores and services offered

II. Consumer Information and Aids

A. Sources of information
B. Labels, tags, etc.
C. Manufacturers instruction booklets
D. Government aids and information services
E. Advertising, sales, displays, etc.
F. Criteria for judging or evaluating the information or aids

III. Consumer Protection

A. Federal, state, and local legislation
B. Brands and testing services
C. Government controls of manufacturers and retailers
D. Private rating agencies and research laboratories
E. Trademarks, guarantees, warranties

IV. Consumer Complaints

A. Procedure for reporting dissatisfactions
B. Ways of determining justifiable dissatisfaction
C. When, where, and how to register complaints

Goal Statement

As a consumer of goods and services for her family, the homemaker must make wise decisions in the market place.

General and Specific Objectives

I. The student will appreciate the importance of being an efficient consumer in the market place. Specifically the student will be able to:

A. describe good shopping habits.
B. prepare a shopping list for food purchases.
C. list the advantages of comparative buying.
D. given a choice of garments and a specific activity, select the best garment on the basis of style, fabric and construction.
E. manage shopping time efficiently.
F. select a criteria that would influence an individual's choice of a place to shop.

G. analyze the homemaker's responsibility for improving conditions at the market place.
H. appraise purchases on the basis of personal values and needs.
I. relate factors that influence shopping practices to the decisions to buy specific items.

II. The student will understand the rights, privileges, and responsibilities of the consumer. Specifically the student will be able to:

A. identify the rights, privileges, and responsibilities of the consumer.
B. compare the rights and responsibilities of the consumer to those of the retailer.
C. recognize the responsibilities of the consumer in a given situation.
D. explain the responsibilities of the retailer in a given situation.
E. identify unsatisfactory merchandise.
F. explain reasons for returning merchandise.

III. The student will appreciate laws and regulations to aid consumers and retailers. Specifically the student will be able to:

A. identify laws and regulations that protect consumers and retailers.
B. explain the meaning of the legal terms that are found in laws and regulations.
C. identify government requirements on labels, tags, and means of identification.
D. evaluate labels to see which ones meet the requirements of a "good" label.
E. given various home and family situations, relate them to local, state, and federal agencies for consumer protection.
F. use consumer protection procedures which are appropriate in "everyday living" situations.

IV. The student will identify ways to obtain information about each planned purchase before buying. Specifically the student will be able to:

A. identify consumer resources available to individuals and families.
B. evaluate advertisements as a source of information to help in making selections.
C. use information needed to make wise choices of goods and services.
D. organize consumer information in a way that will be useful to the consumer.
E. demonstrate skills in asking questions and obtaining dependable information about merchandise.

V. The student will develop skills in using consumer aids. Specifically the student will be able to:

A. know the requirements of a "good" label.
B. recognize methods used to sell goods and services.
C. use knowledge of selling methods to make wise decisions in the market place.

D. illustrate the use of manufacturers' instruction booklets for the use and care of purchases.
E. select reliable sources of consumer aids.
F. demonstrate the ability to discriminate between consumer aids in making a consumer choice.
G. analyze labels, tags, and other consumer aids for their specific help to a consumer in a given situation.

INDIVIDUAL DEVELOPMENT IN THE FAMILY

Unit: CULTURAL INFLUENCES ON INDIVIDUALS
One's Heritage

Outline of Unit

I. Types of Family Structure

A. Authoritarian structure
1. Matriarchal
2. Patriarchal
B. Permissive family
C. Extended family
D. Democratic family
E. Nuclear or core family

II. Changing Roles

A. Working mothers
B. Family mobility

III. Backgrounds of Several Subcultures

A. Origin
B. Family structure
C. Popular misconceptions

IV. Customs and Traditions

A. Holidays
B. Religions
C. Mores and folkways

Goal Statement

Upon completion of this unit, the homemaker will be able to work and live cooperatively with persons of varying cultural backgrounds.

General and Specific Objectives

I. The student will comprehend terminology pertinent to the different family structures. Specifically the student will be able to:

A. given the different family types (authoritarian--matriarchal, authoritarian--patriarchal, permissive, democratic, nuclear, and extended), describe each of them.
B. given a specific family, decide which family type it is and explain why it is that type.
C. given a subculture, select the most probable family type or types found in this subculture.

II. The student will understand the possible effects that changing roles may have on the family. Specifically the student will be able to:

A. list several advantages and disadvantages of the working mother.
B. given a family situation in which the mother is employed and there are teenagers and young children in the home, make up a work and time schedule for the family, considering such things as housework, meal planning, leisure time activities, and duties.
C. list the changes in technology which have made it possible for families to become mobile.
D. list possible reasons for a family to move.
E. list problems that may be encountered when moving.

III. The student will know pertinent information concerning different cultural backgrounds. Specifically the student will be able to:

A. identify misconceptions about ethnic groups.
B. distinguish between a race and an ethnic group.
C. distinguish between a culture and a subculture.
D. identify the different cultural backgrounds of persons in your school or school system.

IV. The student will understand the role that customs and traditions have in a person's development. Specifically the student will be able to:

A. give examples of how family traditions and customs influence a person's development.
B. given selected subcultures, summarize the religious beliefs.
C. describe several family traditions and customs which have changed as a result of changes in occupations, and/or education, and/or technology.
D. distinguish between mores and folkways.

Unit: CULTURAL INFLUENCES ON INDIVIDUALS
Family Heritage

Outline of Unit

I. Family Values Concerning Self and Family

A. Educational or technical
B. Responsibilities of marriage partners
C. Obligations of parent to child
D. Obligations of child to parent
E. Social

II. Individual Values

A. Personal
B. Family
C. Community

III. Cultural Factors Which May Influence Basic Family Structure

A. One parent family
B. Step or foster parent
C. Early marriage
D. Drugs

Goal Statement

The individual will know how cultural factors influence the home and family structure and will make decisions based on his understanding and appreciation of cultural influences in both immediate and long-range family plans and goals.

General and Specific Objectives

I. The student will understand how the influence of the home affects the development of the values of its family members. Specifically the student will be able to:

A. describe the influences of the family which are valuable.
B. list the responsibilities that a mother would have in developing a value system in the child.
C. list the responsibilities that a father would have in developing a value system in the child.
D. identify the responsibilities that the children of a family have to the parents in displaying the acceptance of the value system established.
E. describe activities that the family may participate in when all members are at home.
F. explain how the obligations of the family members may be shifted when one or more persons are away from home.

II. The student will recognize that individuals influence and are influenced by the culture of the times. Specifically the student will be able to:

A. given a particular popular movie, describe how it reflects the value system of the individual in the family.
B. explain how the community activities that an individual participates in can strengthen his cultural development.
C. give examples of responsible behavior.
D. justify the importance of being a responsible person.
E. explain how the way other people treat an individual affects his self-concept.

III. The student will recognize factors which are related to the trend toward early marriages. Specifically the student will be able to:

A. list the cultural influences which may contribute to the prevalence of early marriages.
B. identify the advantages and disadvantages of an early marriage.
C. explain what is legally considered to be an early marriage.
D. describe the effects an early marriage has on the lives of the individuals involved.
E. list the resources that are available for guidance in determining whether or not to marry.

IV. The student will understand the cultural factors associated with various family structures. Specifically the student will be able to:

A. discuss the cultural aspects of children reared in a one parent family.
B. describe the adjustment an individual must make in gaining a stepparent.
C. describe the cultural aspects of gaining stepsisters or stepbrothers.
D. list the pros and cons of an unwed mother's decision to keep her baby.
E. describe some of the resources that are available to a single parent seeking assistance in her life's role.

V. The student will understand the reciprocal effect of cultural influences and using drugs. Specifically the student will be able to:

A. identify some of the hazards of drug use which are concerns of youth, family, and society.
B. list some of the influences in our culture which seem to be conducive to the drug habit.
C. explain why a person might need assistance or "crutches" in life.
D. explain ways that solutions can be worked out to prevent the daily need for a crutch.
E. list the resources available to a person seeking to prevent or cure a drug problem.
F. describe ways youth may achieve a sense of personal adequacy by their own efforts and the efforts of their families to help resist the temptation to experiment with drugs.

Unit: CULTURAL INFLUENCES ON INDIVIDUALS
Independence of Youth

Outline of Unit

I. The Increasing Voice of Youth

A. Discovery of independence
B. Family relations
C. Adults' concern for youth
D. Youth's voice in the family

II. Dissent of Youth

A. Common concerns of youth
B. Conflicts between youth and adults

III. Generation Gap

A. Difficulty of understanding between generations
B. Generation similarities
C. Narrowing the generation gap through communication

Goal Statement

The consumer-homemaker will effectively communicate the need for independence and how it affects the relationships with family, friends, and one's own self concept.

General and Specific Objectives

I. The student will understand how obtaining independence is a gradual process. Specifically the student will be able to:

A. explain why obtaining independence is a gradual process.
B. explain how independence is a characteristic of maturity in our culture.
C. describe cultures that do not expect a child to show independence.

II. The student will understand that the need for independence can conflict with the needs of other family members. Specifically the student will be able to:

A. describe how an adolescent's desire for independence may be irritating to the parents.
B. explain why parents may place unreasonable restraints upon the adolescent.
C. explain possible reasons of the adult who puts few restraints upon the adolescent.
D. explain possible reasons for sibling bickering.
E. list ways to alleviate quarreling between siblings.
F. identify possible reasons for good family relationships.

III. The student will understand that mature behavior includes assuming certain responsibilities. Specifically the student will be able to:

A. identify the responsibilities of maturity.
B. list the privileges of maturity.
C. describe the adult role required by society.

IV. The student will comprehend the effects that the increasing voice of youth has had on home and family life. Specifically the student will be able to:

A. distinguish among democratic, authoritarian, and permissive family patterns.
B. given the three main family patterns, list ways youth would be heard in each.

V. The student will understand the ways in which generations may gain an appreciation of differing viewpoints. Specifically the student will be able to:

A. explain why the generation gap has widened.
B. list ways in which the generation gap may be narrowed.
C. list ways youth can show the older generation they enjoy being with them.
D. list ways of helping the older generation to understand youth.
E. list the reasons why it is important to appreciate and understand the older generation.

VI. The student will appreciate the techniques of communication. Specifically the student will be able to:

A. explain why communication is necessary.
B. describe how lines of communication can be kept open between parent and child.
C. list the common grounds of communication among family members.

Unit: CULTURAL INFLUENCES ON INDIVIDUALS
Vocations

Outline of Unit

I. Historical Development of Certain Vocations

A. Associations with countries, nationalities, etc.
B. Origin of family names based on occupation
C. Family coat-of-arms signifying occupation
D. Prestige ratings of vocations
E. Development of specialization in vocations

II. Attitudes Toward Work

A. Appreciation for all kinds of work
B. Effect that choice of work has on the family
C. Appreciation for a job well done
D. Rewards and satisfactions of work

III. Changing Roles in Vocational Choices

A. Employed teenagers
B. Working mothers--dual careers
C. Family mobility as it affects vocations
D. Father who works away from home (weekend father)
E. Parents who work at different times

IV. Employability

A. Salable work habits
B. Qualities required for all jobs
C. Qualifications for specific jobs
D. Analyzing student qualifications
E. Available jobs in the community

V. Education for a Vocation

A. Limitations of experiences
B. Limitations of education
C. General education
D. Specific education and training
E. Educational aid programs

VI. Job and Career Opportunities

A. Jobs available for teenagers
B. Careers in home economics

Goal Statement

The homemaker, recognizing the cultural influence on her choice of a vocation and the vocation's influence on her culture, will evaluate her family situation and choose a wage-earning career based on her family's needs.

General and Specific Objectives

I. The student will recognize the influences that culture can have on the selection of a vocation. Specifically the student will be able to:

A. identify the many cultural factors that influence the selection of a vocation.
B. analyze how cultural and social pressures, customs, the desire for recognition, and advertisements can influence the choosing of a vocation.
C. contrast the present day vocational opportunities for teenagers with those of the past.
D. compare the economic advantages to the disadvantages of working wives and mothers.

II. The student will understand the correct terminology and procedures related to vocations. Specifically the student will be able to:

A. obtain a social security number for employment.
B. explain how to accurately complete a standard application form.
C. given various want-ads, interpret the employment skills needed.
D. given various vocational terms, define them.
E. explain the work of employment agencies.

III. The student will be aware of the opportunities available for job and career selection. Specifically the student will be able to:

A. summarize information on opportunities, qualifications, and requirements for different vocations.
B. analyze the economic factors of supply and demand influencing present and future job opportunities and employment.
C. given specific interests, educational qualifications, and skill requirements, select appropriate job opportunities.
D. identify job and career opportunities in home economics.
E. given a specific vocation, list the fringe benefits that are desirable.
F. explain how a selected part-time job will help prepare a person for a vocation.

IV. The student will understand the need for education and preparation for the chosen career in order to overcome cultural limitations. Specifically the student will be able to:

A. given a specific career, develop a plan for the necessary preparation and education.
B. list the characteristics needed for employability.
C. given certain vocations and a particular person, describe the limitations.
D. give examples of people who have risen above cultural limitations in their chosen vocation.
E. given the various educational aid programs, explain the provisions of each.

Unit: CULTURAL ENRICHMENT
Leisure

Outline of Unit

I. Importance of Leisure Activities to Self and Family

- A. Psychological health
- B. Physical health
- C. Avenue for self-expression
- D. Continual development
- E. Basic needs
  1. Recognition
  2. Status
  3. Self-direction
  4. Group-acceptance
  5. New experiences
  6. Self-expression

II. Work and Leisure Patterns

- A. Past patterns of work/leisure
- B. Present patterns of work/leisure

III. Contributions of Leisure Time Activities to Cultural Enrichment

- A. Individual heritage and cultural pursuits
- B. Origins of arts and handicrafts from various cultural backgrounds

IV. Leisure Activities and the Family

- A. Effect on the mental health of the family
- B. Beginning skills in hobby, sport or handicraft

Goal Statement

After completing this unit, the student will make intelligent use of unobligated time by analyzing the time available, evaluating likes and dislikes, and recognizing limitations in time, space and money.

General and Specific Objectives

I. The student will understand the contributions that leisure time activities make to cultural enrichment. Specifically the student will be able to:

- A. given a list of leisure activities, select those which contribute to productive use of unobligated time.
- B. list ways that families provide activities of a cultural nature in the home.

II. The student will understand that certain leisure pursuits are appropriate to certain needs. Specifically the student will be able to:

A. list examples of ways leisure activities contribute to the mental health of all family members.
B. evaluate the leisure activities that fulfill a person's mental and physical needs.
C. master a beginning skill in a hobby, sport, or handicraft which can be pursued in leisure time throughout life.

III. The student will recognize circumstances change, thereby placing different limitations on time, space and money. Specifically the student will be able to:

A. differentiate between past work/leisure patterns and present work/leisure patterns.
B. identify leisure pursuits that are expensive and those that are inexpensive or essentially free.
C. given various leisure activities, analyze the space and facilities that are necessary.

IV. The student will understand the terminology used in reference to leisure time activities. Specifically the student will be able to:

A. define the terms that are used in discussing leisure activities.
B. given various terms related to leisure time activities, match them with the correct meaning.

Unit: CULTURAL ENVIRONMENT
Hospitality and Graciousness--Entertaining

Outline of Unit

I. Hospitality

A. Cultural aspects
B. Types of occasions
C. Benefits
D. Host/hostess roles

II. Communication Skills

A. Invitations
B. Introduction
C. Guest roles
D. Conversation
E. Dress

III. Management Process

A. Organizing
B. Time schedule
C. Menu planning
D. Table appointments
E. Service
F. Evaluation

Goal Statement

The homemaker will understand and appreciate the social and cultural benefits derived from being a guest and from extending hospitality to others, in making decisions before entertaining, and will be able to entertain in an acceptable manner under a given set of conditions.

General and Specific Objectives

I. The student will appreciate the importance of being hospitable for cultural development and establishing social relationships. Specifically the student will be able to:

A. explain the meaning of culture in relation to current activities.
B. identify sources of cultural customs and values.
C. use cultural differences effectively in planning various types of entertainment.
D. compile information on the benefits received from extending and receiving hospitality.
E. formulate realistic plans based on individual needs for the development of acceptable social behavior while entertaining or being entertained.
F. evaluate the effects of cultural changes on family living in terms of present, past, and future developments.

II. The student will use socially acceptable communication skills in the process of extending hospitality. Specifically the student will be able to:

A. apply the correct technique in making introductions.
B. extend invitations appropriate for specific social occasions.
C. employ socially acceptable methods in answering invitations.
D. determine appropriate conversational techniques to use in various social settings.
E. decide upon suitable dress for a specific occasion.
F. develop criteria for behavior consistent with one's role as a courteous guest.

III. The student will apply appropriate techniques to make guests feel comfortable. Specifically the student will be able to:

A. identify ways a host/hostess prepares for guests before their arrival.
B. propose methods for including all guests in any social situation.
C. relate to guests in a personal manner which sets them at ease.

IV. The student will demonstrate management principles while entertaining. Specifically the student will be able to:

A. determine the characteristics of the management process that are applicable to making a social activity successful.
B. formulate plans for a social function within a given set of limitations such as money, season, facilities, and experiences.
C. explain the importance of developing and following a time schedule to achieve personal satisfaction and efficiency.
D. develop a party menu observing the principles of variety in color, texture, flavor, form, and temperature.
E. plan appropriate seating arrangements for given types of social occasions.
F. select the aspects of table service that are suitable for a specific kind of entertainment.
G. given entertainment situations which were not successful, explain why and how they could have been successful if handled differently.
H. analyze entertainment situations which were highly successful and list factors which contributed to this success.

Unit: CULTURAL ENVIRONMENT
Hospitality and Graciousness--Courtesy

Outline of Unit

I. Why Manners are Important

II. Manners at Home

- A. Family courtesies
- B. Telephone tips

III. Manners at School

- A. School classes
- B. School functions

IV. Manners in Public Places

- A. Introductions
- B. Table manners
- C. On the street and in business places
- D. Church
- E. Hospital
- F. Campus weekend

V. Etiquette in Correspondence

- A. Personal letters
- B. Invitations
  - 1. Acceptances
  - 2. Regrets

VI. Development of a Good Philosophy Regarding Manners

Goal Statement

At the conclusion of this unit, the student should understand and appreciate the necessity for manners and have a desire to put good manners into practice. They should have a knowledge of correct behavior at home, in school and in public places.

General and Specific Objectives

I. The student will understand the importance of acceptable manners at home. Specifically the student will be able to:

- A. identify ten family courtesy rules that are often not put into practice.
- B. select an acceptable response to use when the person being called is out.
- C. select the appropriate example of how to correctly answer the telephone.
- D. identify five examples of bad manners in using the telephone.

II. The student will understand the importance of acceptable manners at school. Specifically the student will be able to:

A. explain how certain courtesies in school may prevent safety hazards.
B. explain why each student should do his part to keep the school clean.
C. identify the correct method of removing a date's coat.
D. state why it is important to speak to the host and hostess or chaperones as they come and leave a dance.
E. indicate three common courtesies which should be extended to a school guest.
F. state ways of being courteous to teachers.
G. explain how a person's attitude and actions at a school function can influence the attitudes of the community concerning the school and that person.

III. The student will practice acceptable etiquette regarding correspondence. Specifically the student will be able to:

A. given a specific situation, select an appropriate invitation.
B. identify six rules in writing personal letters.
C. given a specific invitation, write an acceptable letter of regret.
D. given a specific invitation, write an acceptable letter of acceptance.

IV. The student will understand the importance of acceptable manners in public places. Specifically the student will be able to:

A. given a specific situation, select a proper introduction.
B. explain when a woman should shake hands.
C. determine when a woman does and does not rise from her seat.
D. given a list of specific foods, specify which foods are spoon, finger, or fork foods.
E. indicate what is done with the silver when the meal is completed.
F. identify ten obvious bad table manners.
G. given various situations, state methods of leaving the table.
H. identify the correct way to pass dishes around the table.
I. state how a woman's order is given in a restaurant.
J. given a specific accident or incident in a restaurant, select what is proper to do.
K. given different social occasions, recognize appropriate and inappropriate dress.
L. choose the correct amount of the tip, given a specific situation.
M. given a specific situation, identify common bad manners at church.
N. given a specific situation, select the best time to visit at a hospital.
O. given specific situations that may arise during a campus weekend, determine who pays for what.

V. The student will understand that good manners should be practiced at all times and in all places. Specifically the student will be able to:

A. explain why manners are mainly a matter of consideration to others.
B. explain that one cannot be rude, thoughtless and selfish at home, and conceal these habits in public.
C. select ways in which some teenagers may need to improve their manners.
D. evaluate manners, communication skills and ways of showing consideration for others in a special situation which may enhance an individual's potential for being likeable in the family group.
E. given examples of family disagreements, explain how they might have been prevented if good manners had been practiced.
F. state why the Golden Rule is a good rule to live by.

Unit: BEAUTY IN THE SURROUNDINGS
Awareness of Beauty

Outline of Unit

I. Awareness of Beauty

A. Identification of qualities of beauty
B. Satisfaction from beauty

II. Clothing

A. Elements and principles of design
B. Quality and workmanship
C. Decorative and structural design
D. Fabric finishes and care
E. Accessories

III. Home Furnishings

A. Elements and principles of design
B. Furniture arrangement and selection
C. Backgrounds including window treatments
D. Accessories
E. Lighting

IV. Food

A. Garnishes
B. Serving

Goal Statement

The homemaker will be aware of, create, and maintain beauty in the home and community environment which will contribute to the family's cultural consciousness.

General and Specific Objectives

I. The student will understand the principles of design. Specifically the student will be able to:

A. identify principles of design as they are found in nature.
B. identify principles of design as they are applied to clothing.
C. identify principles of design as they are applied to food service.
D. identify principles of design as they are evidenced in household furnishings.
E. identify principles of design as they are applied to household accessories.
F. identify principles of design as they are evidenced in transportation vehicles.
G. identify principles of design as they are evidenced in growing plants.

II. The student will understand the part color plays in carrying out the principles of design. Specifically the student will be able to:

A. arrange colors in harmonious groupings.
B. select compatible colors from the color wheel according to the principles of design.
C. given a specific room situation, select the colors to create a desired atmosphere.
D. demonstrate how the qualities of color can solve certain problems in room arrangements.

III. The student will understand how the quality of workmanship contributes to beauty. Specifically the student will be able to:

A. point out examples of good and bad workmanship given specific garments.
B. show how proper care contributes to the beauty of garments.
C. show how good housekeeping habits contribute to the attractiveness of a home.
D. design an attractive table setting.

IV. The student will understand that beauty is not dependent upon cost. Specifically the student will be able to:

A. given certain garments of different prices, compare them for elements of design.
B. recognize the appeal which proper service adds to foods regardless of price.
C. select inexpensive accessories to complement a given outfit.
D. recognize elements of design in inexpensive household accessories.
E. given certain furnishings of different prices, compare them for elements of design.

V. The student will understand how to apply principles of design in decorating a room. Specifically the student will be able to:

A. given a specific wall, hang pictures so as to achieve balance and proportion.
B. given a particular window, select the proper length of draperies.
C. select furniture from different periods which is compatible.
D. given a specific furnished room, select pieces of art which are compatible.
E. given a specific room, select carpet, wall color and draperies.

VI. The student will understand how to apply principles of design in clothing. Specifically the student will be able to:

A. given a particular face shape, select the most becoming neckline.
B. given a short figure, select the most becoming lines.
C. given an overweight figure, select the most becoming lines.
D. select colors which minimize the overweight figure.
E. select textures which are most becoming to the overweight figure.

VII. The student will understand how to apply the principles of design in food service. Specifically the student will be able to:

A. given different types of meal service, select appropriate linens.
B. select compatible patterns of crystal, flatware and china.
C. given specific dining furniture, select proper sizes of linens.
D. identify the proper placement of crystal, flatware, and china on the dining table.
E. given a specific dining situation, select a centerpiece which is suitable.
F. given specific foods, prepare appropriate garnishes.
G. plan a menu which gives a variety of color and texture.

VIII. The student will understand how to apply the principles of design in arranging flowers. Specifically the student will be able to:

A. given a specific type of arrangement, select a container which is appropriate.
B. select a design which is in good proportion for a specific shape.
C. explain how to arrange flowers in a manner which exemplifies good design.
D. explain how to condition flowers before arranging them.
E. select appropriate fixtures to give an arrangement stability.

IX. The student will understand how to use proper lighting to create a desired atmosphere in the home. Specifically the student will be able to:

A. select the type of light and fixtures which are most satisfactory for the living room.
B. select the type of light and fixtures which are most satisfactory for the kitchen.
C. select the type of light and fixtures which are most satisfactory for a dressing room.
D. select the type of light and fixtures which are most satisfactory for an entrance.
E. select the type of light and fixtures which are most satisfactory for reading.
F. select the type of light and fixtures which are most satisfactory for watching TV.

X. The student will understand how to apply principles of design in landscaping a home. Specifically the student will be able to:

A. select shrubs which are appropriate for foundation planting in the front of a house.
B. select appropriate placement for shade trees.
C. select appropriate placement of beds for annuals, perennials and shrubs.
D. plan a lawn to give maximum enjoyment to family members.
E. design a planting arrangement to camouflage trash cans.

CULTURAL DEVELOPMENT IN THE FAMILY

Unit: PERSONAL POTENTIAL
Grooming and Dress

Outline of Unit

I. Grooming Skills

A. Personal hygiene
B. Care of hair
C. Care of skin
D. Care of hands
E. Posture

II. Grooming and Dress

A. Relation to other people
B. Achieving poise and self-confidence
C. Flattering one's figure
D. Fitting the occasion

III. Clothing Care

A. Laundering
B. Repairing

Goal Statement

The individual will use good grooming practices to develop his personal potential in the family and society.

General and Specific Objectives

I. The student will understand the importance of developing good grooming techniques. Specifically the student will be able to:

A. list the things one should do each day, each week and occasionally that are good grooming habits.
B. explain how to properly shampoo hair.
C. identify common posture faults.
D. carry out a plan for correcting posture faults.
E. follow recommended procedure for giving a manicure.

II. The student will appreciate the benefits derived from being well-groomed. Specifically the student will be able to:

A. identify factors in grooming and dress that give a feeling of poise and self-confidence.
B. list grooming habits that are to be admired.

III. The student will understand how health habits and grooming habits are interrelated. Specifically the student will be able to:

A. select exercises that will help control certain figure problems.
B. list grooming habits that, if neglected, would be detrimental to one's health.

C. explain why cleaning the skin is important in complexion care.
D. understand the effect of weather on grooming necessities.

IV. The student will recognize what is becoming dress for the various figure types. Specifically the student will be able to:

A. given a certain figure type, identify which type it is from a chart of figure types.
B. choose the kinds of outfits that will best suit a given figure type and explain why these outfits are suitable.
C. select the lines that will flatter a given figure.
D. select the colors that are most becoming to a specific person.

V. The student will understand the terminology related to good grooming. Specifically the student will be able to:

A. label the parts of the fingernail.
B. identify the products used in applying makeup.
C. use correct terms in describing health habits.

VI. The student will understand the importance of having proper equipment for good grooming. Specifically the student will be able to:

A. select the products used for different hair types.
B. select the equipment needed for manicuring nails.
C. select the products needed for cleansing the face.
D. select the basic equipment needed for daily grooming.
E. select the basic makeup products.
F. given a specific fabric or type of clothing, select the correct laundering method.
G. given a specific stain, select the correct removal method.
H. use the correct method of repair when mending clothing.

VII. The student will know how to make wise purchases of items which will best fulfill the basic grooming needs. Specifically the student will be able to:

A. given a list of grooming items, select the basic ones.
B. given illustrations of the various lines in cloth, describe what the lines emphasize.
C. select the clothing most suitable for school wear.
D. select the clothing most suitable for "dressy" occasions.

VIII. The student will know how to utilize time wisely in order to accomplish her daily grooming needs. Specifically the student will be able to:

A. select the grooming habits that could be done the night before in order to save time the next morning.
B. select the grooming items which should always be done before one leaves the house.

Unit: TOWARD MATURITY
Responsible Behavior

Outline of Unit

I. Self-Control of Emotions

A. What emotions are
B. How actions express emotions
C. Dominant emotions
D. Emotions and language
E. Emotional growth
F. Living with emotions
G. Emotional health

II. Dependability

A. What dependability means
B. Dependability and language
C. Dependability and actions
D. Dependability and emotions

III. Self-discipline

A. Responsibilities at home
B. Fulfilling responsibilities
C. Completion of tasks
D. Punctuality
E. Emotional discipline

Goal Statement

The individual will recognize what characterizes responsible behavior, how a responsible person acts and that the individual should assume responsibility for his own behavior.

General and Specific Objectives

I. The student will understand the terminology related to responsible behavior. Specifically the student will be able to:

A. define responsible behavior.
B. use correct terminology when speaking about emotions.
C. recognize terms relating to self-discipline.
D. describe how dependability and responsibility are linked.
E. define "sense of worth."
F. relate growth to maturity.

II. The student will apply a knowledge of responsible behavior to given situations. Specifically the student will be able to:

A. recognize what kind of behavior is required at social activities.
B. explain why responsible behavior is required in school.
C. describe how actions learned at home are transferred to relationships outside of the home.

D. describe behaviors which contribute to one's maturity.
E. describe how responsibility for one's own development is related to growth toward maturity.

III. The student will recognize how responsible behavior can lead to good citizenship practices. Specifically the student will be able to:

A. relate how the way one behaves is judged by others.
B. develop good citizenship habits.
C. list some good citizenship duties.

IV. The student will understand how mental health and emotional health are interrelated. Specifically the student will be able to:

A. explain how an emotional feeling can deter the mental processes.
B. explain how emotional feelings can affect a person's mental health.
C. describe the characteristics of emotional growth.
D. analyze an emotional "feeling" to discover whether or not this feeling can be altered or changed.
E. describe how the way one feels emotionally about one's self will determine one's actions.

V. The student will appreciate the benefits derived from being a responsible person. Specifically the student will be able to:

A. describe responsible behavior.
B. describe how other people may see an individual.
C. describe how an individual may see himself.
D. discern how a person's self-image is built from the treatment by other people.
E. identify the way other react to a person who is known to be responsible.
F. justify why a person should be responsible.

VI. The student will recognize how age is a factor in emotional growth. Specifically the student will be able to:

A. given a specific action, determine the emotional age indicated by that action.
B. given a situation, select the best emotional reaction.
C. objectively appraise the other person's viewpoint by considering the other person's role.
D. explain how emotional growth includes times of adjustment and regression.
E. differentiate between the different age groups concerning the responsibilities assumed.

VII. The student will use self-discipline in making decisions. Specifically the student will be able to:

A. list the steps in decision making.
B. recognize situations in which a person does not act his age.
C. describe how a person can use self-discipline in school.
D. given a specific situation, explain an undisciplined person's response to it.
E. given a specific situation, explain a disciplined person's response to it.

VIII. The student will understand how responsible behavior saves energy. Specifically the student will be able to:

A. plan activities in order to receive optimum use of energy.
B. make decisions about which activities need to be first.
C. describe how emotional upsets can drain the body of energy needed for other pursuits.
D. recognize personal strength and limitations in self and others.

IX. The student will understand how responsible behavior leads to the development of a sense of worth and self-esteem. Specifically the student will be able to:

A. observe and describe responsible behavior in other students.
B. develop personal potential and sense of self-worth.
C. develop "philosophy for life."
D. develop certain values and goals.

Unit: GROWTH OF INDIVIDUALS IN THE HOME
Facets of Growth and Development

Outline of Unit

I. Family Life Influences

A. Environment and heredity
B. Values, goals, and standards
C. Self-understanding

II. Individual Differences

A. Parents and peers
B. Cultures other than one's own

III. The Maturation Process

A. Basic human needs
B. Aspects of growth

IV. Management of Resources

A. Identification of components
B. Problem solving
C. Decision making
D. The world of work

Goal Statement

The maturing student has an understanding of and respect for self and others while making adjustments in personal living.

General and Specific Objectives

I. The student will recognize family life influences on personal development. Specifically the student will be able to:

A. define environment.
B. explain the influences of family life in early childhood on later development.
C. interpret current family patterns of rearing children.
D. define heredity.
E. analyze the effect of heredity on human potential.
F. define values.
G. explain the process by which values are formed.
H. identify current trends in spiritual and moral values.
I. interpret factors significant in establishing goals and standards.
J. analyze the components of personality.
K. evaluate desirable and undesirable personality traits in self and others.
L. describe practices which lead to a positive self-concept.

II. The student will understand the unique contributions that individual differences make to a changing society. Specifically the student will be able to:

A. explain how youth can help or hinder communication with the older generation.
B. trace various aspects of change in the past century giving circumstances which influenced these changes.
C. recommend solutions to problems arising where there are differences of opinion between generations.
D. analyze the influences of peer associations on self-concept and self-development.
E. define culture.
F. identify customs from different cultures.
G. analyze traditions and customs which contribute to individual development.
H. discuss contributions made by different cultures in our society today.

III. The student will comprehend the basic human needs as they relate to the areas of growth in the maturation process. Specifically the student will be able to:

A. differentiate between mature and immature behavior.
B. define developmental tasks.
C. organize developmental tasks appropriate for specific ages or stages of growth.
D. interpret hierarchy of basic human needs.

IV. The student will assume individual responsibility for personal management of available resources. Specifically the student will be able to:

A. define management.
B. discuss the meaning of management in personal living.
C. outline the components of management.
D. apply the basic management principles to the use of available resources in personal problem solving.
E. formulate a realistic time schedule for daily, weekly, and monthly activities.
F. describe the steps necessary for successful decision making.
G. develop criteria for establishing personal priorities in the world of work.
H. formulate procedures for using personal skills and talents to obtain a job.
I. describe proper behavior for a job interview.
J. evaluate the personal qualities essential in securing and holding employment.
K. identify the factors that are similar in all jobs.

MANAGEMENT IN THE FAMILY

Unit: HOMEMAKING RESPONSIBILITIES
Management and Family Housing

Outline of Unit

I. Types of Housing

II. Social and Economic Factors to Consider in Selecting Housing

III. Renting versus Owning a Home

IV. Financing Housing

V. Insurance Protection for Housing

VI. Legal Aspects of Housing

VII. Maintenance and/or Remodeling

Goal Statement

The consumer will make the best possible decision, considering the current circumstances, relating to family housing.

General and Specific Objectives

I. The student will comprehend and use terminology required. Specifically the student will be able to:

A. define terms related to "housing."
B. given several choices, select the meaning of a specific housing term.
C. use the most appropriate terms in describing a housing situation.
D. distinguish between two or more related housing terms.
E. given an example of a home to be sold, use appropriate terms to construct a classified advertisement.

II. The student will understand the function of housing. Specifically the student will be able to:

A. identify the functions of various types of housing.
B. distinguish the more critical functions of housing.
C. given a specific example, list the housing alternatives available.
D. match the types of housing with their descriptions.
E. distinguish between related types of housing.

III. The student will appreciate the function of housing. Specifically the student will be able to:

A. distinguish between adequate and inadequate housing.
B. explain why housing is classified as adequate or inadequate.
C. determine from a family's preferences, needs, and income what type of house they might select.
D. explain how a family's preferences, needs, and income determine housing selection.

IV. The student will consider all the factors which would affect the type of housing best suited for a specific family. Specifically the student will be able to:

A. given examples of families with 1 to 5 people and with differing activities, needs, and set yearly incomes, make an appropriate selection of housing for each situation.
B. given an example involving two or more types of housing, distinguish the advantages of both types.
C. given an example with a specific floor plan, evaluate the floor plan.
D. given a specific example, select the best type of financing considering the factors involved.
E. given a floor plan, evaluate traffic patterns and select the most advantageous one.
F. given a specific example, select the appropriate resource person necessary (consultant and/or builder and/or architect, if needed).
G. given an example of a certain family and a choice of 3 floor plans, select a floor plan adequate for that family's needs.
H. compare the costs of renting a house to owning one and identify the more advantageous.

V. The student will consider all the factors which would affect the selection of suitable location for family housing. Specifically the student will be able to:

A. given a specific family with certain needs and activities, select an appropriate location for housing,
B. given a specific example, compare location alternatives and select the most appropriate one.
C. list the factors critical to location selection.
D. given a specific family with certain needs, activities, and the location selected, evaluate the selection made.
F. compare the advantages of various locations and select the best possibility.

VI. The student will recognize good conditions in housing. Specifically the student will be able to:

A. given a variety of choices, select examples of good conditions.
B. evaluate a housing situation as to its general condition.
C. distinguish between alternatives of good and poor housing conditions.
D. identify what would be considered good, general conditions in housing.
E. appraise a given situation and select alternatives possible.

VII. The student will understand the importance of housing maintenance and protection. Specifically the student will be able to:

A. identify reasons why maintenance for housing is necessary.
B. given various situations on housing maintenance, compare and then select the one that would require less maintenance.
C. compare the costs of maintenance and select the most economical alternative.

D. given various situations, evaluate the safety factors involved.
E. differentiate between the types of housing insurance.
F. select the appropriate expert for the various areas of maintenance and repair.

VIII. The student will consider and conserve the financial resources that are available. Specifically the student will be able to:

A. using knowledge of budgeting and information on percent of monthly income alloted for housing, compute the amount available for housing.
B. given a specific example of a family, monthly income, percent of income for housing, financial assets and deficits and occupations, select the best alternative in housing from money available.

Unit: HOMEMAKING RESPONSIBILITIES
Management and Family Clothing

Outline of Unit

I. Sewing and Pressing Equipment Needed

A. Cutting tools
B. Measuring equipment
C. Needles
D. Marking tools
E. Thread
F. Iron
G. Pressing equipment
H. Other

II. Taking Measurements and Choosing Figure Type and Size

A. Measuring bust, hips, back-waist length, and waist measurements
B. Finding size and figure type

III. Money Management

A. How to select needed amount of fabric
B. Purchasing materials within a budget

IV. Parts and Use of the Sewing Machine

A. Threading
B. Functions of parts
C. Malfunction of parts

V. Garment Construction

A. Terms
B. Procedures

VI. Pattern Use

A. How to cut
B. Markings on patterns
C. How to use guide sheets
D. Grainlines

VII. Fabric Selection

Goal Statement

The young homemaker must be able to choose materials economically and construct garments which will fulfill her clothing needs.

General and Specific Objectives

I. The student will understand the importance of using equipment correctly. Specifically the student will be able to:

A. use measuring equipment for taking body measurements and measuring hems and material.
B. thread the sewing machine.
C. name the parts of the machine which are used in the operation of the machine.
D. describe the function of each of the machine parts which is used.
E. identify and correct common machine irregularities.
F. list the pressing equipment needed for basic clothing construction.
G. identify and use the small equipment needed for basic clothing construction.

II. The student will know how to spend money wisely when purchasing material for basic clothing construction. Specifically the student will be able to:

A. given the pattern envelope as a guide, calculate the correct amount of fabric needed for a garment.
B. list the characteristics of the fabric which should be checked before purchasing.
C. given the pattern envelope as a guide, select the necessary notions for a specific garment.
D. explain why it is best to select good grade fabric for a beginning sewing project.

III. The student will understand basic construction terminology. Specifically the student will be able to:

A. define the more frequently used terms related to clothing construction.
B. given a sample of fabric, indicate the lengthwise and crosswise threads, the selvage and the bias.

IV. The student will know how to select pattern size according to figure type and measurements. Specifically the student will be able to:

A. take accurate body measurements.
B. given the chart from the pattern book, determine the pattern size required for specific measurements and figure types.
C. alter a pattern to fit a specific figure.
D. contrast pattern sizes with manufactured garment sizes.

V. The student will understand the importance of properly caring for equipment. Specifically the student will be able to:

A. oil the sewing machine.
B. lower the machine head into the cabinet without damaging it.
C. clean an iron which is soiled on the bottom.
D. store small equipment in the spaces that are provided for them.
E. plan a storage center for small sewing equipment.

VI. The student will understand the relationship of fabric characteristics to pattern selection and garment construction. Specifically the student will be able to:

A. describe a method of straightening off-grain fabric.
B. name the four natural fibers and their sources.
C. describe a one-way fabric design.
D. identify an example of napped fabric.
E. contrast man-made fibers with natural fibers.
F. describe special treatments which enhance fabrics.

VII. The student will understand how to use a pattern. Specifically the student will be able to:

A. pin fit a pattern.
B. given a specific pattern, identify the markings.
C. find the "straight of material."
D. correctly pin a pattern to the fabric.
E. cut fabric correctly.
F. use tracing equipment to transfer markings.

VIII. The student will know how to construct a garment. Specifically the student will be able to:

A. machine baste.
B. staystitch curved and bias edges.
C. make a dart correctly.
D. stitch a straight seam with a correct allowance.
E. put a zipper in a garment.
F. correctly press seams and darts.
G. correctly hem a garment.
H. put in a neckline facing.
I. correctly clip seams which have inside curves.
J. correctly "pie shape" seams on outside curves.
K. finish the seams in her garment with an appropriate finish.

Unit: HOMEMAKING RESPONSIBILITIES
Management and Family Food--Storage

Outline of Unit

I. General Types of Kitchens

A. Characteristics
B. Quality

II. Three Basic Work Areas

A. Kinds of work done
B. Positions and size of each area in relation to the entire kitchen
C. Lighting in each area

III. Storage Areas

A. Convenience of size and space
B. Equipment and supplies stored

IV. Improving Existing Storage Areas

A. Inexpensive remodeling
B. Rearranging supplies and equipment

Goal Statement

The homemaker must be able to recognize and make a wise selection of a kitchen with efficient work and storage areas. She must be able to make reasonable improvements in an existing kitchen.

General and Specific Objectives

I. The student will appreciate the contributions that the well-planned kitchen provides for the homemaker. Specifically the student will be able to:

A. list the tasks that a homemaker performs in the kitchen work area.
B. given a task to perform in two kitchens, one efficiently arranged and one inefficiently arranged, determine the amount of time a homemaker can save in an efficiently planned kitchen.
C. considering family needs, ventilation, and natural light, determine a good location for the kitchen area in relation to the remainder of the house and the outside area.
D. discuss the importance of safety in the kitchen.
E. explain how a pleasant environment is important to the efficiency of the kitchen.
F. indicate why sanitary conditions are important to a well-planned kitchen.

II. The student will know what constitutes an efficient kitchen. Specifically the student will be able to:

A. istinguish between the five general types of kitchen layouts.
B. evaluate advantages of each kitchen type in relation to kitchen size and work triangles.
C. analyze work triangles considering the efficiency of each.
D. relate kitchen size to efficiency.
E. discuss the tasks performed in the three major work centers of the kitchen.
F. relate the importance of proper work heights to the comfort of the homemaker in the kitchen.

III. The student will know how to organize storage areas to conserve space, energy and time. Specifically the student will be able to:

A. relate the importance of proper heights of storage cabinets to the comfort of the homemaker.
B. analyze storage spaces in regard to wasted space.
C. discuss where supplies and equipment should be placed so that they will be most conveniently located.
D. list the features of a versatile storage system.

IV. The student will use the knowledge of a well-planned kitchen to improve the arrangement of an existing kitchen. Specifically the student will be able to:

A. point out needed changes in existing kitchens.
B. list ways to change present "dead corners" into functioning areas.
C. point out how reorganization of supplies and equipment can improve efficiency.
D. devise inexpensive remodeling plans which would improve inefficient storage areas.

Unit: MANAGEMENT AND FAMILY FOOD
Essential Equipment--Range

Outline of Unit

I. Communicating with Terms Used in Relation to Ranges

II. Using the Range Correctly

III. Features of a Standard Product

- A. Gold Star
- B. A.G.A.
- C. Structures and finishes
- D. Warranty and guarantees
- E. Gas versus electric ranges

IV. Causes of Minor Difficulties

- A. Pilot light
- B. Light bulbs
- C. Oven temperatures

V. Safety in Using Ranges

- A. Clothing
- B. Proper procedures
- C. Electrical hook-up
- D. Gas leaks

VI. Proper Care of Equipment

- A. Self-cleaning oven
- B. Manual-cleaning oven
- C. Removal of parts for cleaning
- D. Cleaning of gas ranges versus electric ranges

Goal Statement

The student will know how to use a range, select one that best suits specific needs, and how to use it safely and efficiently.

General and Specific Objectives

I. The student will be able to communicate using specific terms related to the selection, use, and care of kitchen ranges. Specifically the student will be able to:

- A. distinguish a range from counter cooking appliances.
- B. define types of ranges.
- C. given a pictorial diagram of a range, locate the parts.
- D. given a list of parts of a range, define them.
- E. given various electric range surface units, distinguish between the types of heating units.

II. The student will use the range correctly. Specifically the student will be able to:

A. given various sizes of cooking utensils, select the correct surface unit.
B. locate the oven vent in the range.
C. given a specific cooking situation, use the range correctly.

III. The student will recognize features of a good product. Specifically the student will be able to:

A. recognize standards of the Gold Star award for gas ranges.
B. recognize standards of the A.G.A. for gas ranges.
C. given various ranges, compare basic structures.
D. given various ranges, compare finishes.
E. given various ranges, evaluate handles and control dials.
F. given various ranges, evaluate the warranty or guarantee.
G. locate the nameplate on a range.
H. recognize the importance of the nameplate on the range.
I. evaluate the advantages and disadvantages of gas and electric ranges.

IV. The student will understand the causes of minor difficulties. Specifically the student will be able to:

A. locate and relight a pilot light in a gas range.
B. replace light bulbs in an oven.
C. adjust oven temperatures when the temperature is incorrect.

V. The student will understand the importance of safety in using the kitchen range. Specifically the student will be able to:

A. select proper clothing to wear while using the range.
B. select proper procedures to use when removing hot items from the oven.
C. determine the best procedure to follow in case of a fire while using the range.
D. explain the proper procedure to use for broiling foods.
E. detect gas leaks.
F. explain why a proper electrical hook-up is needed for ranges.

VI. The student will understand that proper care of the equipment prolongs the use of equipment. Specifically the student will be able to:

A. given a self-cleaning oven, properly "set" it for cleaning.
B. properly clean a range manually.
C. explain the proper procedure for removing the parts of the range to clean it.
D. explain why a gas range requires more cleaning than an electric range.

Unit: MANAGEMENT IN HOMEMAKING
Understanding Management

Outline of Unit

I. Meaning of Management

A. Values, goals, standards
B. Resources

II. Steps in Management

A. Decisions in problem solving
B. Planning
C. Control or action
D. Results or evaluation

III. Functional Work Procedures

A. Work simplification
B. Involvement of family members
C. Management for priority goals
1. Time saving
2. Energy saving

Goal Statement

The student will have a more successful personal and family life through an understanding, use and appreciation of management principles.

General and Specific Objectives

I. The student will understand the management process and results. Specifically the student will be able to:

A. recognize personal and family values, goals, and standards.
B. distinguish the resources that are available to an individual or family.
C. translate values into goals.
D. use one or more resources in a personal management situation.
E. explain the management process.
F. given a specific personal or family situation, propose the steps in decision-making.

II. The student will use the management principle in home and personal situations. Specifically the student will be able to:

A. prepare rules and develop techniques for making work easier.
B. analyze the ways family members may be involved in managerial activities.
C. evaluate the use of time and energy as a resource.
D. formulate plans that make effective use of time and energy.
E. explain the influence of physiological factors such as energy on the performance of tasks.
F. identify changes that may affect home management.

III. The student will appreciate the use of management in successful personal and home living. Specifically the student will be able to:

A. apply general management principles to individual and family living.
B. determine when personal and home management is successful.
C. given individual and family situations, compare the use of management principles.
D. identify individual or family situations that might cause changes in the management process.